DOCUMENT RESUME

ED 239 943 SO 015 215

TITLE	Pet Care Teaching Unit: 1st-3rd Grades.
INSTITUTION	Peninsula Humane Society, San Mateo, CA.
PUB DATE	[83]
NOTE	34p.
AVAILABLE FROM	Peninsula Humane Society, Humane Education Department, 12 Airport Blvd., San Mateo, CA 94401 (free to San Mateo County teachers, $5.00 to those outside SMCO).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Animal Behavior; *Animals; *Child Responsibility; Instructional Materials; Interdisciplinary Approach; Learning Activities; Overpopulation; Primary Education; Units of Study; Wildlife
IDENTIFIERS	*Animal Welfare; Humane Education; Ownership; *Pets; PF Project

ABSTRACT

Activities in this unit are designed to familiarize primary grade students with the responsibilities involved in pet ownership. Teaching plans are provided for a total of 12 lessons involving social studies, language arts, math, and health sciences. Activities adaptable for readers and non-readers focus on pet overpopulation, care of pets when owners are gone, and the specific care and handling needs of dogs, cats, guinea pigs, rabbits, and rats. Lists of supplemental story books, films, and organizations to contact are also provided. (LP)

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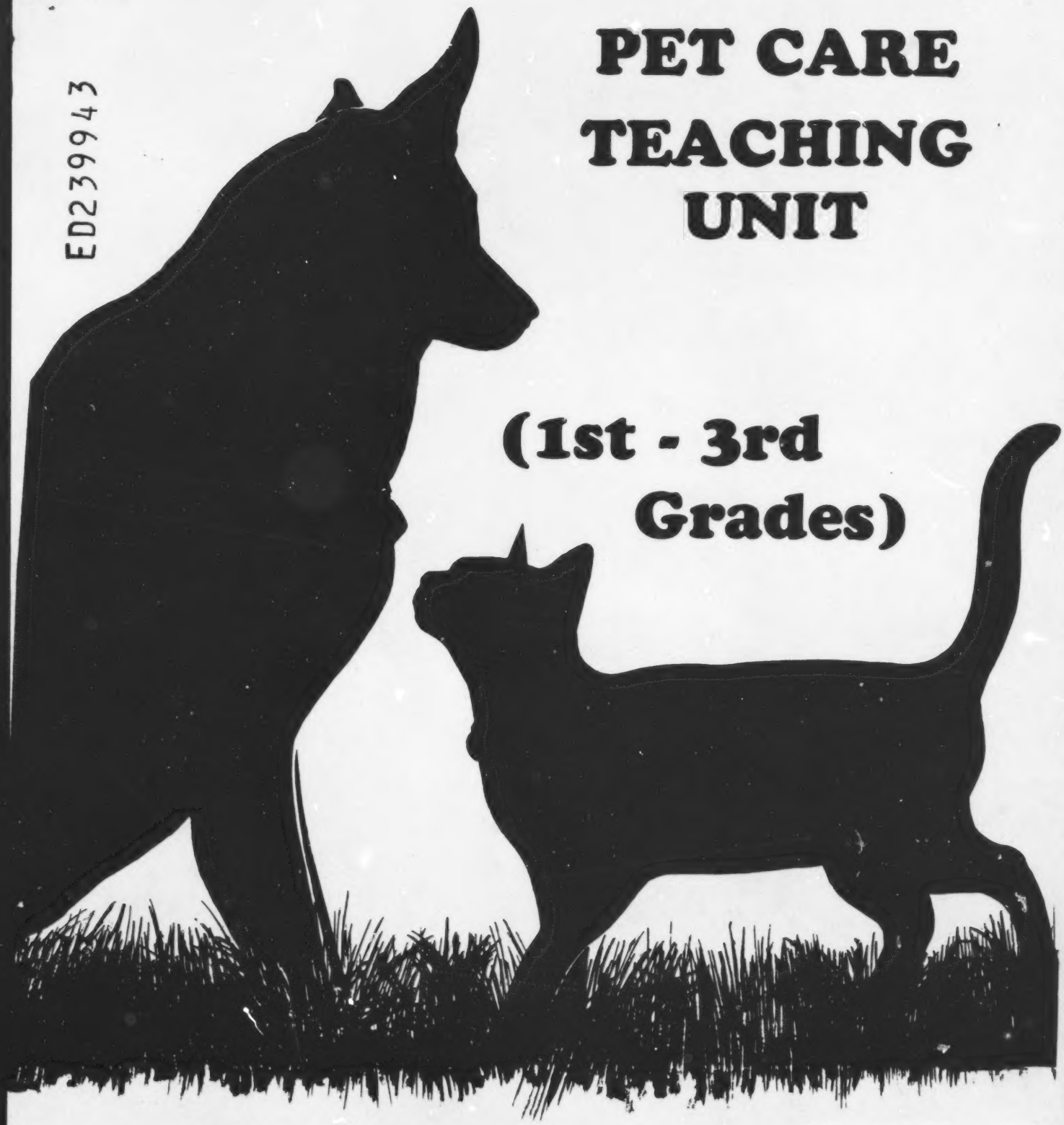
PET CARE TEACHING UNIT

(1st - 3rd Grades)



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Social Studies

LEARNER OUTCOME:

Students will recognize that certain rights must be respected in order for individuals to exist together peacefully.

TEACHING STRATEGY:

Ask students to discuss: How would you like school if everyone was always hitting and shoving each other? How would you like school if everyone was always taking things that didn't belong to them? How would you like school if everyone always talked at the same time and no one listened? Explain that when we treat each other kindly, respect each other's belongings, and listen to what others have to say, we are respecting others' rights to these things. If we don't respect others' rights, they won't respect ours and everyone will be unhappy.

LEARNING ACTIVITY:

Students help teacher compose a list of rights for everyone in their classroom. If the classroom has a pet, do these rights apply to it as well? Why or why not?

LEARNER OUTCOME:

Students will distinguish between related careers and those that are not animal related.

TEACHING STRATEGY:

Ask students: Who likes animals? Who would like to have a job where you could be around animals when you grow up? Explain that some people in the community have jobs that help animals. Describe several careers and help students identify which ones involve helping animals (e.g., animal control officer, zoo keeper, veterinarian, kennel worker). Make badges that represent each career.

LEARNING ACTIVITY:

Students identify careers that involve animals. Then each student becomes an animal helper for the day by making and wearing a badge to represent one of the careers.

PHS RESOURCES: Filmstrip series - "Animal Careers For You."

LEARNER OUTCOME:

Students will recognize the similarities between education for humans and training for pets.

TEACHING STRATEGY:

Help students make a list of reasons why they come to school. Introduce and focus on the word "learn." Discuss things students learn that make it easier for them to live (e.g., tying shoes, dressing themselves, using telephone, writing name, remembering address and phone number). Explain that although pets can't talk or write, we can teach them things to make life easier and safer for them. Examples: house training, walking on a leash, coming when called, not chewing on electric cords, etc.

LEARNING ACTIVITY:

Students create imaginary "dog school" and "cat school", deciding what should be taught to each kind of pet to help it live happily and safely in a human's home.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide (P)

Language Arts

Taken from the National Association for the Advancement of Humane Education Curriculum Guide

LEARNER OUTCOME: Students will define the word "friend" and apply it to their feelings for pets.	LEARNER OUTCOME: Students will dictate and illustrate stories about the life of a pet that has no home.	LEARNER OUTCOME: By protecting something during the school day, students will demonstrate an understanding of the concept of "protection"
TEACHING STRATEGY: Elicit discussion about the word "friend". Questions may include: What is a friend? Who are your friends? How do you feel about your friends? Then give examples of how pets fit the description of friends. Discuss the constancy of pet friendships.	TEACHING STRATEGY: Explain to students that because more dogs and cats are born than homes are available for, many end up without homes, left to care for themselves. Elicit discussion about the dangers and hardships for an abandoned pet. Relate discussion to students' experience with questions like: What would it be like if you ran away from home? Who would help you cross the street without getting hurt? Where would you get food? Where would you go when it got dark or cold? How are these problems even more difficult for animals?	TEACHING STRATEGY: At the beginning of the day give each student a hard boiled egg. Provide markers and instruct students to draw a picture of an animal on the outside. Explain that protecting their "pet" eggs means keeping them from harm. Discuss that although the easiest thing is to hide your egg in a safe place, this is often impractical with a real pet. Therefore, require that "pet eggs" be with students all day.
LEARNING ACTIVITY: Using toy stuffed animals, students role play how pets and people are friends.	LEARNING ACTIVITY: Students dictate stories about a dog or cat born with no home to live in and no one to care for it. Then make posters about stray animals with the theme, "Don't Let This Happen To Your Pet."	LEARNING ACTIVITY: Students protect their eggs from harm for one full school day. At the end of the day, students discuss problems they had protecting their "pets" that weren't protected. Then, students discuss feelings that resulted from having successfully protected their "pets" all day.
PHS RESOURCES: See enclosed activity - "Pets and People." Filmstrips - "A Pet Is A Special Friend" and "Pets Need People, Too: Responsible Pet Ownership." 16 mm film - "Special Friendships."	PHS RESOURCES: See enclosed activities - "Felix's Long Weekend" and "Pets and People". 16 mm film "Perils of Priscilla"	PHS RESOURCES: See enclosed activity - "Pets and People." 16 mm films - "Crack in the Pavement" and "Special Friendships." (P)

Math

LEARNER OUTCOME:

Students will match pictures of pets and homes to demonstrate the results of a surplus of pets.

TEACHING STRATEGY:

Use pieces of heavy paper to cut out or mount 20 pictures of puppies and kittens. Draw houses on 10 envelopes. Explain to students that each year many more puppies and kittens are born than there are homes available. Instruct students to "find homes" for as many pets as possible by placing one puppy or kitten in each envelope.

LEARNING ACTIVITY:

Students match puppies and kittens with homes and give leftover pictures to teacher. Teacher explains that there are more animals than homes, so these animals are left with no home and no one to care for them. Is that fair? Suggest to students that baby animals should not be born if homes are not available.

LEARNER OUTCOME:

Students will apply size relationships and greater than/less than concept to determine space requirements for pets.

TEACHING STRATEGY:

Define "big" and "little", "large" and "small" and "more than" and "less than". Explain that larger animals need more space to live and exercise than do small animals Provide pictures of pets.

LEARNING ACTIVITY:

Students arrange pictures by size of the animals from smallest to largest and identify which animals need the most living space and which need the least.

LEARNER OUTCOME:

Students will discover the wide vareity of pets owned by their classmates.

TEACHING STRATEGY:

Survey the students to determine the different kinds of pets they own. Pass out prepared graph papers and explain how to graph the results.

LEARNING ACTIVITY:

Students will complete bar graph, illustrating the different kinds of pets they own.

RESOURCES:

See enclosed "Pet Census" activity.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide (P)

Health Science

LEARNER OUTCOME:

Students will identify analogous parts of the body in humans and other animals.

TEACHING STRATEGY:

Show model or picture of human body and point out various body parts, asking students to identify them. Include words from list below, and teach meanings of unfamiliar terms.

eyes	chest	chest
ears	head	teeth
nose	legs	mouth
arms	skin	fingers
toes	tongue	abdomen

LEARNING ACTIVITY:

Students draw outline or pictures of themselves and another animal of their choice. Then, students hang pictures side by side and use yarn to connect analogous parts of the body on the two pictures. Do some animals have other parts that humans don't have (e.g. wings, antenne, tail, claws)? What are these important for?

PHS RESOURCES:

See enclosed activity - "Pets and People."

LEARNER OUTCOME:

Students will recognize that fear or hatred of an animal is sometimes due to a lack of knowledge about the animal.

TEACHING STRATEGY:

Select several pictures of animals including some that will be familiar to students and some they will not recognize. Make multiple choice worksheet with the following questions about each animal: What is my name? (give 3 choices); Where do I live? (give 3 choices); How do you feel about me? (give the choices: like you, dislike you, don't care). Show pictures to students, read questions and answers, and have them circle what they think is the appropriate response. After activity, compile class results and lead class in discussion.

LEARNING ACTIVITY:

Students respond to multiple choice questions by circling answers, then participate in discussion of results.

PHS RESOURCES:

See enclosed fact sheet on the "rat."

LEARNER OUTCOME:

Students identify what animals make good pets and what animals do not.

TEACHING STRATEGY:

Discuss with students the different types of domestic pets there are. Which ones make good city pets and why? Which ones make good country pets and why? Which ones don't make good pets at all and why. Discuss which ones take more care and time than others.

LEARNING ACTIVITY:

Students catagorize animals into two catagories, those that make good pets and those that do not. Class discusses their reasons.

Taken from the National Association for the Advancement of Humane Education Curriculum Guide (P)

Pet Overpopulation: Some Interesting Facts

One of the biggest animal problems facing San Mateo County and just about every other area is pet overpopulation.

* Each year the Peninsula Humane Society handles approximately 30,000 animals, many of which were euthanized because they were "unwanted." The average shelter adopts out approximately 10% of the animals in their care. The Peninsula Humane Society has an adoption rate of 42%.

* In the United States, 14 million dogs and cats are euthanized in animal shelters every year.

* There are an estimated 70 million unwanted dogs and cats in the United States.

* Millions of unwanted cats and dogs will not "make it" to the shelters: these animals will, instead, starve to death, get hit by a car or die of disease.

* Approximately 415 human beings are born each hour in the United States: 2,000 to 3,000 dogs and cats are born each hour.

A recent survey of more than 1,000 mayors and city council members by the National League of Cities found that dogs and other pet control problems were the number one source of ciitizen complaints to mayors, and the third highest sources of complaints to city councils across the nation.

The abundance of pets in cities creates sanitation and public health problems. The most visible problem is canine fecal matter. The daily dog feces production amounts to about 3,500 tons and that dog urine to about 9.5 million gallons nationally. Within the United States the figures add up to this:

* More than 200 million pets, including at least 80 million dogs and cats live in the United States.

* Animals (cats and dogs) cost the nation 500 million dollars a year for animal control programs.

* Dogs and cats are the top source of citizen complaints to mayors.

* Dogs bite at least 1.5 million people every year.

* People support a 5 billion dollar-a-year industry.

The Peninsula Humane Society tries to combat pet overpopulation by:

* Educating the public about the proper care of pets.
* Providing low-cost spaying and neutering.
* Providing an Animal Control Program: issuing citations, enforcing the leash law and license law, investigating nuisance complaints, investigating cruelty complaints, rescuing injured animals.
* Requiring that any animal (cat or dog) adopted from us be spayed or neutered.

The pet overpopulation has many repercussions besides animals being euthanized in shelters, such as:

* Increase in the number of stray animals.
* Formation of dog packs: these animals attack wildlife, livestock and pets.
* Increase in the number of abandoned animals.
* Large number of animals defecating and urinating on other people's property.
* An increasingly large number of vocal people taking a stand against dogs and cats. Landlords not renting to people who own pets; our local parks and state parks not allowing pets; strict leash law (no dog running areas).
* A large number of pets suffering as a result of people's irresponsibility.

In today's "throw-away society", when things do not work, or when we are bored with something, (particularly easily replaced things) they are discarded. Dogs and cats have been labeled by far too many people as "throw-away" commodities.

What responsibilities do pet owners have to their pet and society?????

Start With One Female....

If you think there is a population problem in your world, it doesn't even compare to the population explosion in the pet world!

START WITH ONE FEMALE DOG:

During the first year she produces 4 puppies, 2 of them females.	4
In the second year, production of first and second generation females is 12 pups, 6 females.	12
In the third year, production of three generations of females is 36 pups, 18 females.	36
In the fourth year, production of four generations of females is 108 pups, 54 females.	108
In the fifth year, production of five generations is 324 pups, 162 females.	324
In the sixth year, production of six generations is 972 pups, 486 females.	972
In the seventh year, production is 2,916 pups, 1,458 females.	2,916
Total offspring of singe female in seven years.	4,372

Every unspayed female potentially contributes to the problem. The Peninsula Humane Society recommends the spaying or neutering of dogs and cats for their health and safety and to assure a better world for all pets .... EVERY LITTER HURTS!

Kindness Code

Solve these math problems and crack the secret code. First write in the answer to each problem, that shows you a letter that represents each answer. Then go to the space below. The numbers are the same as the answers to the problems. Above each answer, write in the letter it represents. Then you'll learn the secret message!

5 + 2 = p	3 - 1 = e	6 + 4 = d	2 + 2 = o
5 - 4 = a	3 + 3 = c	5 - 5 = t	8 + 1 = n
3 + 9 = v	14 - 1 = l	2 + 1 = s	10 + 1 = r

Write The Message Here

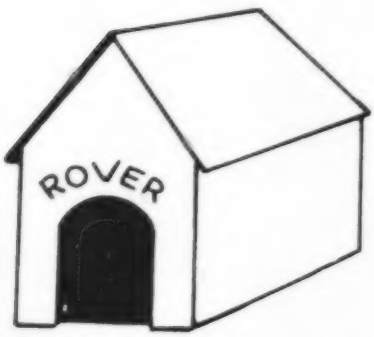
1	13	13		7	2	0	3
9	2	2	10		13	4	12	2
1	9	10		6	1	11	2

Picture Crossword Puzzle

DOWN

1)

4)



6)

7)

10)

ACROSS

2)

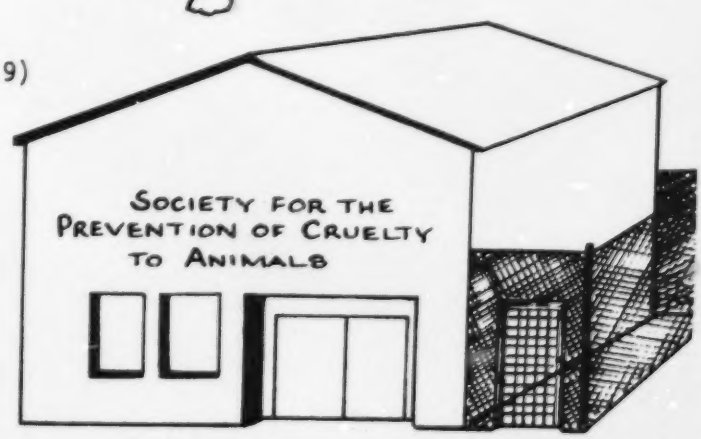
3)

5)

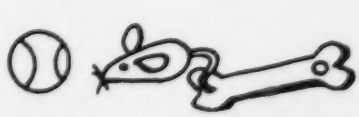
6)

8)

9)



11)



Felix's Long Weekend

On the backside you will find Felix's Long Weekend, a picture/story activity for use with primary and intermediate level students. The activity was created by Marshall McKee, Curriculum Designer for the American Humane Education Society. The detailed illustration and open-ended story format make the activity especially flexible for use in humane education. Possible lesson plans for Felix's Long Weekend may involve the following steps:

FOR READERS

1) Reproduce the story and picture and provide a copy for each student. Students may want to color the picture as they complete written activities, or use the picture to follow-up with some of the non-reader activities.

2) Ask children to go through the text and underline all the parts that refer to possible dangers for Felix. Have students write sentences specifically describing each danger. (Example: Students underline the part of the story reading, "Cans of paint and brushes soaking in turpentine sat on the workbench." Students write, Felix might knock over a can and get paint or turpentine on his fur.)

3) Ask children to finish the story by explaining what happens to Felix after the Smiths leave for the weekend.

4) Have students write stories that describe how the basement could be made safe for Felix, or that offer other alternatives for his proper care over the weekend.

FOR NON READERS

1) Reproduce the picture and provide a copy for each student.

2) After giving a general introduction to Felix's predicament, ask children to look at the picture and point out or circle the hazards portrayed. Children may wish to color in the picture.

3) Without reading the story, ask children to tell their own stories about the picture, focusing on the questions, What's wrong here? and What will happen? Afterwards read the original story out loud.

4) Have students draw pictures that depict how the basement could be made safe for Felix, or that portray other alternatives for his proper care over the weekend.

After completing the Felix activities, create a bulletin board using the original story and picture, plus the stories and pictures done by the class.

Felix's Long Weekend

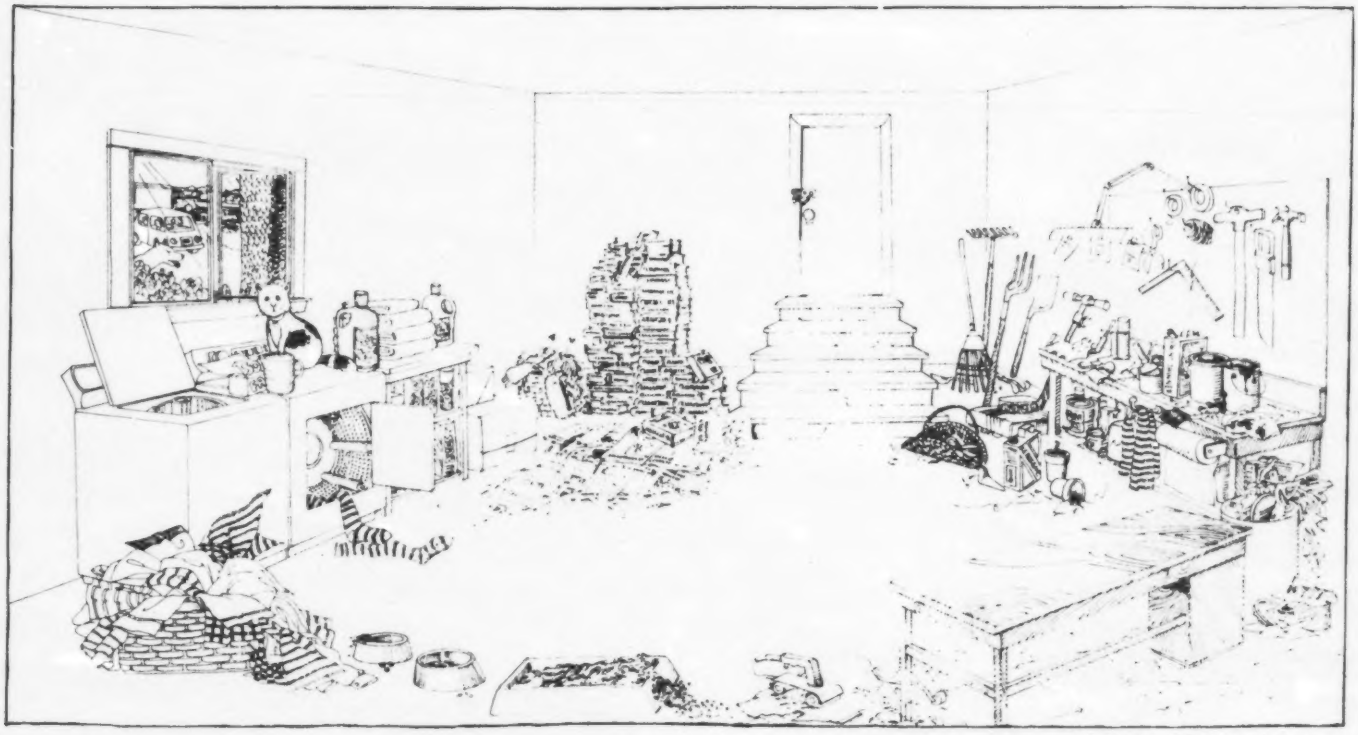


ILLUSTRATION BY MARILYN [illegible]

The Smiths were going away for the weekend. Everyone was up early, and the Smith children, Sam and Susie, were excited about the fun they would have in the mountains. They were so excited that they forgot about their pet cat, Felix, and their responsibility for him.

Felix would be staying home for the weekend. Before the family left, they put Felix in the basement and locked the door.

On one side of the basement was the family workshop. Cans of paint and brushes soaking in turpentine sat on the workbench. The new desk that Sam and his mother had built for the den was still in the workshop. Garden tools were piled haphazardly against the wall in the corner.

On the other side of the basement was the laundry and storage area. Here the washer and dryer stood with their doors wide open. Here also were Felix's food and water dishes. In the food dish, only a few dried lumps of food remained from the day before. The water dish had been full a couple of days ago, but now contained only a small, murky-looking puddle in the center.

Felix's litterbox was next to the washing machine. Sam thought it was Susie's turn to clean it that week, and Susie thought it was Sam's turn. As you can imagine, the litterbox was pretty messy.

In another part of the room, books were piled in tall stacks, and a knitting basket held a half-finished sweater from last winter.

Above the washer and dryer was a small window, partly open. Just outside stood a tall oak tree. Felix was sitting on the washing machine when the Smiths drove out of the driveway. Through the open window he could hear the barking of the Jones' German Shepherd and the traffic on the busy street in front of the house.

It would be a long weekend for Felix.

by Marshall McKee

Pets and People

I have an animal friend who is an awful lot like me. Others say, "You two are so different, you're like night and day," but she and I know better.

She has long thick hair, just like mine, which makes her hot when we go to the pond each summer. We both like long cool drinks, and quick dips in the cold water. The shade of an old rowboat is our own secret hide-out.

We both feel surprised and scared when we hear a strange noise. Yesterday a strange man came to deliver a package. At first we thought he was a burglar and we were ready to protect ourselves. We felt much better when he just left the package and drove away. Together we used our ears to sense the man's truck backing up and driving away.

My friend's name is Kelly, and she has three other friends who often come to visit. They are a different color, but they look more like her than I do. One of Kelly's friends is brown and one is short with spots that look like freckles. She talks to them in her own special language - and I only understand some of what they say, like: "It's good to see you," "How are you today?" "Let's go, " and "We are true friends," I must admit, during these visits I feel a bit jealous.

During the school year we both work hard. Kelly goes off to her own special school in our hometown, and I take a ride with a friend into Boston. She and I must be groomed and clean before work. Somedays there are newspaper and magazine photographers who want me to sit for important pictures. Many people see the pictures and remember to care for their own animal friends. We both feel pretty proud when we know we've done a good job.

When Kelly and I get home from work we run together. Some people say I can run faster than my friend. We both see other friends along the way and enemies, too. Sometimes when we run together Kelly helps me stay out of trouble, by staying close. We both feel safer when the other is nearby.

Perhaps you already have a good idea of what kind of animals Kelly and I are and how we are alike. This next adventure will let you know for certain.

On one of our evening running sessions near her school a storm came up quickly. The clouds in the sky were purplish black and the leaves turned upwards with the wind. We knew it was going to "rain cats and dogs," if you'll pardon the expression, so we hunted for a place to stay dry. Kelly spotted a shelter first because she has sharper eyes than I. It began to pour as our paws splashed across the playground puddles to a dry place. Quickly, we ducked into a giant tire and sat together to keep warm. I could feel her shudder when the thunder boomed. I covered my eyes to the bright flashes of lightening. When it was all over we climbed out and could smell the clean, cool air. We knew our family would be looking out the window worrying about us.

At home we ate warm dinners and Kelly soon got tired of talking about our adventure. Her mother said we both needed a good night's sleep. Kelly told her mother she was happy to be home, in her own special language. She didn't need to say anything because her body did the talking when she went to her mother and gave a big hug. Then Kelly came over to me, and do you know what she said? "Bo Jangles, you are the best friend I ever had. I love you, you handsome puppy dog," Then she scratched me behind my ears and I told her how I felt with part of my body - my TAIL!!

I suppose you have guessed that this story is not from a human's point of view, but from a dog's instead. You also know that it's only a story - an imaginary story. Dogs do not really think and feel exactly the way human beings do, but perhaps it is time you began to consider these questions: Are pets and people partners in the world of living things? Do pets and people share basic needs? Can pets and people feel the same way? If your answer is yes to these questions - don't miss the fun game on the back side of this page.

In the spaces provided below, list ways in which pets and people are alike. When you have finished, add-up your points and see what your score reading is.

PETS AND PEOPLE ARE ALIKE BECAUSE THEY BOTH:			Points (one each):
Have:	1.	bodies	
	2.		
	3.		
	4.		
	5.		
	6.		
Can:	7.	communicate	
	8.		
	9.		
Can feel:	10.	surprised	
	11.		
	12.		
	13.		
	14.		
	15.		
Need:	16.	care from a doctor	
	17.		
	18.		
	19.		
	20.		
	21.		
	22.		
	23.		
Other:	24.		
	25.		
	26.		
	27.		
		Total =	

SCORE READINGS:

5 - 12 points - you care about pets and enjoy learning about them

12 - 18 points - you understand pets and like working on pet problems

18 - 24 points - you love doing pet projects and know a great deal about animals

24 - 27 points - YOU ARE TRULY A BRIGHT, CAPABLE ANIMAL FRIEND!

Reprinted from the Newsletter of the National Association for the Advancement of Humane Education.

Who Am I?

BIRDS:

I LIKE TO LIVE AND FLY NEAR THE OCEAN. _____ _____ _____ _____

I LIKE TO SWIM IN PONDS. _____ _____ _____ _____

I HUNT AT NIGHT AND SLEEP IN THE DAY. _____ _____ _____

WATER ANIMALS:

I HAVE FINS FOR SWIMMING. _____ _____ _____ _____

I USE MY FLIPPERS FOR SWIMMING. _____ _____ _____ _____

I HAVE LONG LEGS FOR LEAPING. _____ _____ _____ _____

FARM ANIMALS:

I GIVE PEOPLE MILK. _____ _____ _____

I HAVE A SHORT, CURLY TAIL. _____ _____ _____

I AM SOFT AND CUDDLY. _____ _____ _____ _____

PET ANIMALS:

I PURR WHEN I AM HAPPY. _____ _____ _____

I LOVE TO GO FOR WALKS ON A LEASH. _____ _____ _____

WILD ANIMALS:

I SLEEP DURING THE WINTER MONTHS. _____ _____ _____ _____

I DIG DENS TO LIVE IN. _____ _____ _____

MY BABY IS CALLED A FAWN. _____ _____ _____ _____

INSECTS:

I LIVE IN A HIVE AND MAKE HONEY. _____ _____ _____

BIRDS LIKE TO EAT ME. _____ _____ _____ _____

I HAVE SIX LEGS FOR WALKING. _____ _____ _____

BEE
FISH
SEAL
DUCK
OWL
DOG
COW
CAT
FOX
LAMB
ANT
BEAR
GULL
FROG
WORM
PIG
DEER

Pet Census

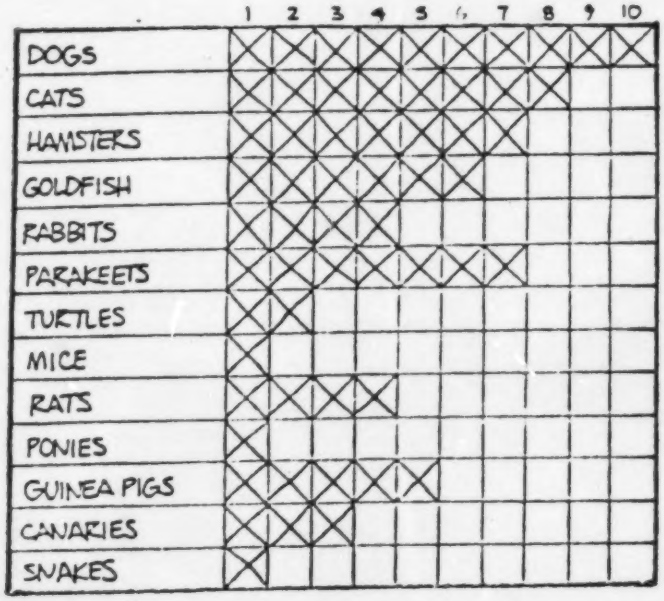
Use the census sheet as is, or enlarge it onto a sheet of poster board. Have each student shade in or initial a square for each pet that he or she has. (If you have a real "pet set" group, they may want to fill out census sheets for their own households!)

Blank spaces are provided for writing in unusual pets that the students may have.

After the census has been taken, you may wish to make up math problems based on the results. Example:

1. There are twice as many _____ as rats.
2. There are twice as many dogs as _____.
3. There are _____ birds (parakeets & canaries).
4. There is only one _____, one _____, and one _____.
5. There are three times as many _____ as turtles.
6. There are _____ mice, rats, and hamsters.
7. There are _____ dogs and cats.
8. There are three _____.
9. There are more _____ than cats.
10. There are _____ animals whose names begin with "R".

A very ambitious group may wish to take a pet census of an entire school, using one sheet for each classroom and posting the results for everyone to see.



Developed by Bev Armstrong and Charlotte Moore

Care and Handling of Classroom Pets

1. Choose the most appropriate pet for your classroom situation.

2. PREPARATION: If possible, plan and prepare before bringing the animal into the classroom. Know the specific animal's requirements for food, water, exercise, environmental temperature, rest, living space and sanitation. You can have the children participate in researching and learning about the animal's needs.

3. HOUSING: All animals kept in the classroom should be caged, leashed, or confined by appropriate means for their safety as well as the students' safety. Use as large a cage as possible.

4. DAILY CARE: Make sure animals always have fresh, cool water, appropriate food and a clean environment. Appoint children to be responsible for specific duties (rotate each week). Be sure they know exactly what to do; check on them frequently.

5. HANDLING: Teach students the proper way to handle each animal. Animals should be handled gently and must be allowed sufficient time to rest. Do not permit the animals to be teased or abused. Have students move slowly around the animals.

6. REPRODUCTION: If you have several mice, rabbits, guinea pigs, etc., decide in advance if you want breeding to occur and what you will do with the young. If no babies are desired, choose like-sexed animals. Children need to be exposed to the problems created by pet overpopulation. They need to know what kind of options exist, and most of all, to understand what spaying and neutering are all about.

7. WEEKENDS: Before each weekend or vacation, make provisions for the animal's care. Make sure parents approve of their homes being used and understand the kind of care demanded.

8. WILD ANIMALS: Encourage students to leave native wild animals in their natural habitat. Exotic (non-native) animals should not be used in the classroom. They are not always reliable. Wild animals do not make good pets.

9. Help us to help the animals - teach kindness to all living creatures, great and small. Please call or write us if you have any questions on the care of your classroom pet.

Rabbit Care

BEFORE YOU BRING YOUR RABBIT HOME: You will need a cage, water bottle, heavy food dish, and a box for sleeping and hiding.

HISTORY: Rabbits have been domesticated for about 3000 years. They originally came from Central Europe. There are many different breeds (or types) of rabbits; some weigh as little as 3 lbs. (Polish) and some weigh as much as 20 lbs. (Flemish).

DIET: Rabbits like rabbit pellets, occasional fresh vegetables (dark green and carrots), chopped alfalfa, and plenty of water. Don't feed them vegetables more than once or twice a week. Be sure to put a salt lick (a block of salt) in their cage.

HOUSING: A 4-6 lb. rabbit needs a cage that's at least 2x2x4. Larger rabbits need more space. A wire mesh cage with a wire bottom and removable tray is the easiest to keep clean. Animal litter can be kept in the tray to cut down odors. A large box that's open on one side makes a nice sleeping place. Be sure to put a flat slab of wood in the cage to cover part of the bottom so your pet can get off the wire when it wants to. Rabbits can live outside in a mild climate as long as they are protected from the heat and cold. Some people let their rabbits run free in the house and train them to use a cat litter box. Sometimes they forget, though--and do they love to chew!

HANDLING: Never pick up your rabbit by the ears. Use one hand to hold the skin at the back of its neck; use the other under its body to support the hind feet. Some rabbits feel frightened when picked up--watch out for their claws!

CARE: Check food and water daily and remove leftover vegetables. Whether you use newspaper or litter on the bottom of the cage, change it often. You can comb or brush your pet once a week, and be sure to check for signs of sickness (earmites, diarrhea, runny eyes or nose). Since your rabbit's teeth grow continually, be sure to provide it with things to chew--like a block of unpainted wood.

BEHAVIOR: Rabbits make sweet, gentle pets. They won't bite unless they're frightened or handled incorrectly.

OTHER INFORMATION:

--rabbits live 5 to 10 years
--they can be taught to walk on a leash with a harness
--they can be housebroken and will use a kitty litter box

Peninsula Humane Society, Education Department
12 Airport Boulevard, San Mateo, CA (415) 573-3720

Guinea Pig Care

BEFORE YOU BRING YOUR GUINEA PIG HOME: You will need a cage, water bottle, food, food dish, and a box for sleeping and hiding.

HISTORY: Guinea pigs have been domesticated for thousands of years. They originally came from Peru where they were first raised by the Incas for food. They are also called cavies.

DIET: Make sure your guinea pig gets plenty of Vitamin C. Special guinea pig pellets have Vitamin C; so do citrus fruits and dark green vegetables. Sometimes liquid Vitamin C can be added to the water. Your pet will enjoy eating guinea pig pellets and needs plenty of water. Since they have front teeth that grow continually, there should always be coarse things to chew on. A block of hard wood or even hay would be fine. They also need salt, so be sure to include a salt lick in the cage.

HOUSING: One guinea pig needs a cage that is about 2'x2'x2'; if you have a few together, be sure they each have enough space. Wire cages with a removable tray and a raised wire floor are the easiest to keep clean. You can use animal litter or newspaper in the tray. Guinea pigs get tired of walking on wire; each pet should have a thin piece of wood about 8"x8" for resting. Although they do not need exercise wheels, they do enjoy shelves or perches. They like covered sleeping boxes and thick bedding. Your guinea pig will store extra food in the bedding; to prevent sickness, be sure to change it often. Food should be placed in a heavy dish. Water dishes tend to be messy; a water bottle on the side of the cage is cleaner and just as easy to use.

HANDLING: Pick up your pet by putting your hands over him and hold firmly but gently. He may squirm less if you hold him closer to your body. Like most pets, your guinea pig will be calmer as he gets used to being handled.

CARE: Be sure there is fresh water each day. Pellets won't spoil, but do remove leftover vegetables, fruits, etc. Change the newspapers or litter every day or so. If your guinea pig has long hair, you can brush it occasionally with a soft baby brush or toothbrush. Be sure to provide chewing materials (wood, hay) or your pet will chew on his own hair.

BEHAVIOR: Guinea pigs are gentle, shy animals and tend to be inactive. They rarely bite or scratch; they do chatter or whistle once in a while. They do enjoy company, so it's nice to keep two of the same sex together.

Peninsula Humane Society, Education Department **12 Airport Boulevard, San Mateo, CA (415) 573-3720**

Rat Care

BEFORE YOU BRING YOUR RAT HOME: You will need a cage with a good top, a food dish, water bottle and a box for nesting and nesting material.

HISTORY: Rats have been around for thousands of years. They are very smart and will eat almost anything, so they have survived when other animals haven't. The most common wild rat in the United States is the Brown Rat. They may carry disease and don't make good pets. You should have the domestic laboratory rat, the tame cousin of the Brown Rat, as a pet. Domestic rats make fun pets and are quite clean and friendly.

DIET: Rats like a varied diet. They eat sunflower seeds, oats, alfalfa pellets, dog biscuits, green vegetables, fruits, nuts, lab chow, meat, cheese, almost anything. They need plenty of water.

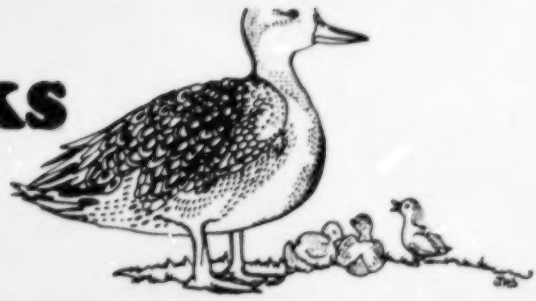
HOUSING: Wire or plastic cages make good homes. Be sure you have a water bottle, as water dishes can be very messy, and plenty of chew sticks, as rats love and need to chew. A box with some shredded newspaper makes a nice hiding place. You can and should let your pet out to play and exercise, but do so in an area where it can't get lost. Watch your pet carefully or it might chew someone's favorite pillow.

HANDLING: Be sure to put your hands around the entire body so the rat doesn't feel frightened when you pick it up. If you've had your rat since it was a baby, and you've handled it properly, chances are it won't bite. Sometimes an adult rat will try a nibble or two if it isn't used to being held. Never hold a rat by its tail.

CARE: Check food and water daily. Remove leftover vegetables, fruits, etc. Rats like a clean cage so check it daily. Change newspaper or litter on the floor of the cage as needed.

BEHAVIOR: Rats are very intelligent, brave and curious. They are great acrobats and can be good companions. They groom and clean themselves often. They need to chew on wood and roughage to keep their teeth worn down, since they grow continually. They tend to be more active at night than during the day.

Storytime Books



- LEAVE HERBERT ALONE by Alma Marshak Whitney

  Jennifer, a little girl, kept trying to befriend Herbert, the cat next door. So spirited were Jennifer's attempts that Herbert was terrified at the sight of the little girl. The way Jennifer discovered to make friends with Herbert will help youngsters who have found themselves in similiar situations.

  Discussion: Using the poster "How To Meet A Dog" (included in packet) and the film "Animals Can Bite," discuss proper ways to approach a dog or cat.

- BE NICE TO SPIDERS by Margaret Bloy Graham

  When Billy left his spider, Helen, at the zoo, the animals suddenly became happy and contented. The lions snoozed all day, the elephants enjoyed their baths, and the zebras ate their hay in peace - all because Helen was spinning webs and catching flies. But one day the Keeper swept away Helen's webs for the inspection tour. Children will be fascinated and amused by the way Helen solved the problem and won a permanent place of honor for herself in the zoo.

  Discussion: All animals have an important job to do and because of this they are an important part of our environment. Discuss the jobs of other kinds of animals, including humans. Ask children why is it that people often dislike certain animals, such as: insects, snakes, rodents, etc. Is this right? Shouldn't we respect all animals, even if they are not cute and cuddly? Good lead into prejudices some people have against other people.

- MICHAEL by Liesel Moak Skorpen

  Michael is walking through the fields one day when he discovers a baby rabbit whose nest has been destroyed. He builds a cage for the rabbit and feeds it, then sets his alarm clock for a nighttime feeding. When the thunder wakes him, Michael is tempted to wait until the storm ends to go outside and take care of the rabbit. Michael must make the decision of braving the storm which he fears or waiting until morning.

  Discussion: Since the rabbit is a wild animal, should Michael keep it as a pet? Explain that wild animals DO NOT make good pets and that they prefer to be free. Read to children "Where The Wild Things Shouldn't Be" poster which is included in this packet.

- THE LAST FREE BIRD by A. Harris Stone

  The last free bird's moving tale which tells of the land changed ... the bubbling brook spoiled... the crisp clean air polluted ... the dense forest paved. A beautiful poignant plea for protecting the natural beauty and wonders of our land.

  Discussion: Wildlife and our environment is everybody's responsibility. Discuss how we must all do our share in caring for and respecting all living things. Discuss endangered wildlife.

- THE DEER IN THE PASTURE by Donald Carrick

  Each morning the deer came and watched the cows in Mr.Wakeman's pasture. One day a deer joined the cows and, in the evening, followed the herd into the barn. Mr. Wakeman's grandchildren liked to feed the deer, and the deer soon came to trust them. But as deer-hunting season approached, Mr. Wakeman realized that the animal must be returned to the wilderness and taught not to trust people anymore.

  Discussion: Should Mr. Wakeman have allowed his grandchildren to feed the deer? What should they have done instead? Discuss why it is not safe for wild animals to trust humans. Find out how the children feel about people hunting animals. Ask them how they would like it if they were hunted?

- THE TENTH GOOD THING ABOUT BARNEY by Judith Viorst

  When Barney, the cat, died everyone was very sad. They did what most people do when a cat they like dies. They had a funeral. They then tried to think of good things about Barney. They wanted to remember him as he was; and they thought about some other things, too. An excellent book to help children understand death.

  Discussion: Discuss with children experiences they might have had with the death of a pet. Discuss the tenth good thing about Barney. Help children to understand that this is true with all living things when they die and are placed in the ground.

- THE ACCIDENT by Carol Carrick

  The Accident is a poignant story of a boy's loss for his beloved dog "Bodger" and how he found a satisfying way to express his grief.

  Discussion: How could the accident have been avoided? If Christopher had put a leash on Bodger, would he have gotten hit by the truck? Discuss the importance of leashing dogs whenever they are away from home.

- IT DOES NOT SAY MEOW by Beatrice Schenk De Regniers

  Nine original riddle-rhymes to delight the very youngest reader and listener. Each riddle focuses on a favorite and familiar animal, with clues in verse on a right-hand page, and the answer revealed on the bold double spread that follows. Children will enjoy guessing at the identity of each creature.

  Discussion: Discuss the characteristics of each animal. How are they alike or different?

NOTE: All of the above books are part of The Peninsula Humane Society's library and can be loaned out to teachers. To reserve any of the above, please call 340-8130.

FILMS & FILMSTRIPS FOR LOAN

The following films and filmstrips belong to the Peninsula Humane Society's resource library and are available to teachers for FREE loan. For easy reference, they are catagorized into six subject headings: Domestic Pets, Endangered Wildlife, Whales, Environmental, Animal Rights and Miscellaneous.

To reserve any of the above, please call 340-8130. Films must be picked up and dropped off (NOT MAILED) by a school representative. Filmstrips can be transferred through the postal service. Both must be returned with 10 days.

Domestic Pets

"Animals Can Bite"	16 mm film; 13 minutes; K - 6th grades Film details how children should react in a variety of situations involving dogs. Instances involve guard dogs, sick or injured animals, new litters and dogs left in cars. Caution rather than fear, prompt reporting of any bites and quick medical care are stressed.
"The Animals Are Crying"	16 mm film; 15 minutes; 6th- adult Examines the reasons why more than fifty million dogs and cats are abandoned each year in the United States. The documentary indicts the negligence and hypocrises of many "animal lovers."
"A Special Friendship"	16 mm film; 13 minutes; 1st - 6th grades "A Special Friendship" helps students realize that owning a pet involves more than just feeding and cleaning. The film places emphasis on the importance of establishing a strong human/animal bond through love, understanding and responsibility.
"Perils Of Priscilla"	16 mm film; 16 minutes; 1st - 6th grades This film gives you an idea what it's like to be an animal which is lost and scared. Priscilla, the cat, ultimately ends up at the shelter, her destiny unknown.
"Who Cares About Pets"	Filmstrip/cassette; 15 minutes; 4th - 6th grades Explores all the physical and emotional needs of common pets and points out the problems related with exotic pets. Especially stresses good pet responsibility.
"Pets Need People, Too: Responsible Pet Ownership"	Filmstrip/cassette; 15 minutes; 4th - 6th grades Discusses the history of dogs and the many ways they have helped people throughout time. Also, explains the needs of pets, physically and emotionally, and how they are dependent upon us for their care.
"Emergency Pet First Aid"	Filmstrip/cassette; 15 minutes; 4th - adult Shows emergency first aid techniques for preventable accidents such as car injury, poison, heat stroke and electric shock.

"A Pet Is A Special Friend"

Filmstrip/cassette; 5 minutes; Preschool - 3rd
Outlines the basic needs of your pet; food, water, grooming, shelter, health care and love. Spanish version also available.

"Patches" and "A Dog's Best Friend"

Filmstrips/cassettes; 5 minutes each; K - 3rd
"Patches" illustrates the importance of keeping pets at home, emphasizes the need for licensing and identifying pets, and discusses the role of the animal shelter and the duties of the animal control officer in the community.

"A Dog's Best Friend" illustrates the basic elements of repsonsible pet ownership, shows the animal shelter as a pet adoption center, helps viewers realize what it means to "be a friend" to a pet, and attempts to stimulate discussion about the pet overpopulation problem.

"Pethood Or Parenthood"

Filmstrip/record; 7 minutes; 4th - 6th grades
Encourages people to prevent the births of unwanted puppies and kittens and explains how surgical neutering can help make dogs and cats better and healtheir pets. Students should have preparation by discussing spaying and neutering and what it is.

Endangered Wildlife

"America's Endangered Species"

16 mm film; 15 minutes; 4th - adult
Outlines what animals are endangered and what the causes are.

"Saving Our Wild Animals" (2 part)

Filmstrip/cassette; 14 minutes each; 4th - adult
This National Geographic series takes a serious look at a variety of wild animals which are endangered today because of habitat destruction and overhunting. Series consists of two separate filmstrips: (1) Land Animals (2) Air and Water Animals. Also includes script and teacher's guide.

"Understanding Endangered Species"

Filmstrip/cassette; 15 minutes; 4th - 6th grades
An introduction to the plight of endangered animals. Using questioning approach, it encourages students to make value judgements. Also includes a teacher's guide and reproducible information sheets.

"The World Of Endangered Wildife"

Filmstrip/cassette; 22 minutes; 4th - adult
This filmstrip includes information on:
1. How species become endangered
2. Examples of extinct, endangered, and threatened species
3. How we can help

Teacher's guide accompanies this filmstrip.

"Confiscated" (2 part)

Filmstrip/cassette; 15 minutes each; 4th - adult
These filmstrips tell a story of a tomorrow, not far distant, when people will no longer share the earth with other animals, nor benefit from their contribution to our life and the balance of nature. Deals with inhumane methods of capture, the destruction of all these animals for profit and the dismal failure of governments to protect these vanishing species. Narrated by Lorne Greene. Comes with detailed teacher's manual.

"Our Animal Wildlife: Problems and Solutions"

Filmstrip/cassette; 12 minutes, 3rd - adult
Defines extinct, endangered and threatened species; shows factors leading to these classifications; portrays what can be done to save wild animals in danger of extinction.

"Our Wild Friends: It's Not Too Late to Care"

Filmstrip/cassette; 10 minutes; 4th - 6th grades
Lists the many animals that are extinct, and those that are endangered. Discusses how people have contributed to the demise of these animals and their habitat. Describes the ways in which people are also attempting to save them.

"An Endangered Mammal" (wolf)

Filmstrip/cassette; 10 minutes; 3rd - adult
Cites reasons many people fear the wolf; portrays value of the eastern wolf; shows what people have done to endanger this animal, as well as how people attempt to protect it.

"We Care About Eagles"

Filmstrip/cassette; 15 minutes; 4th - adult
A lively and informative educational program about the bald eagle and other birds of prey. Commemorates the 200th anniversary of the bald eagle as our national symbol. Teacher's guide included.

Whales

"The Whale: Hunted Giants of the Sea"

Filmstrip/cassette; 10 minutes; 4th - 6th grades
Goes through the history of the whaling industry, describes the different types of whales, and why they are endangered. Illustrates how people are trying to bring about the whales salvation through laws.

"Whales"

Filmstrip/cassette; 15 minutes; 1st - 6th grades
This National Geographic filmstrip offers an introduction to the behavior of whales and their adaptations to the marine environment. Explains the diversity of whales and how they are classified into two main groups: toothed and baleen. Also, examines the protection of whales.

"Deep Voices"

Record album; all ages
Contains recordings of Humpbacks, Blue and Right Whales. Non of the sounds on this record have been changed in any way. They are exactly as they would sound to the whales. They have been recorded with a hydrophone (an underwater microphone) which makes it possible for our ears to hear underwater.

Environmental

"How Living Things Depend On Each Other"

Filmstrip/cassette; 13 minutes; 4th - 6th grades
This filmstrip is designed to help students see the interrelationships amoung living things that are common in their surroundings. An excellent filmstrip by National Geographic. Teacher's guide included.

"Leave Them A Flower"

Filmstrip/cassette; 5 minutes; Kindergarten - adult
Statement on our environment. Includes music, no narration.

"We Care About Oceans"

Slides/cassette; 15 minutes; 4th - adult
This slide program reviews our relationship to, and dependence on, the oceans. Illustrates the food chain concepts, plus a brief look at marine habitats. Also brings home the point that some human activities are a real threat to ocean wildlife. A National Wildlife Federation slide program. Comes with teacher's guide.

"Crack In The Pavement"

16 mm film; 8 minutes; Preschool - 6th grades
This animated, silent film involves a young boy whose home is in the city. He leads an ordinary life, accepting his environment passively. But, an incident awakens him and an awareness develops of the living things around him.

"Wildlife In Your Community"

Filmstrip/cassette; 10 minutes; 1st - 3rd grade
Helps to familiarize the child with some of the wild animals living in or near their community. Also develops an awareness of the needs and habits of these animals.

Animal Rights

"Why Protect Animals?"

16 mm film; 20 minutes; 4th - 6th grades
An overview of animal issues involving inhumane treatment and exploitation. Some examples are rodeos, steel-jaw traps, animal research, pet overpopulation, and roadside zoos. Stresses the importance of humane education as a means of preventing cruelty towards all animals.

"Trapping: Furs and Fashions"

16 mm film; 15 minutes; 4th - adult
Deals with both sides of the trapping issue. Shows the use of the steel-jaw trap. Should have thorough student preparation before showing.

"Seals"

16 mm film; 15 minutes; Jr. High - adult
Depicts the killing of the fur seals on the Pribloff Islands. As the film is quite graphic and brutal, students should have some kind of preparation beforehand.

"Tools For Research"

16 mm film; 40 minutes; High School - adult
The issue of using animals for experimentation and research is becoming a moral and ethical concern for many individuals. This film brings to light the increasing problem of duplicative, repetititve, painful and unnecessary animal experimentation that effects approximately 60 to 100 million animals annually. The viewer will understand the need for more non-animal alternatives in research and the necessity for legislation protecting laboratory animals. (Currently laboratory animals are not protected under the Animal Welfare Act).

"Animal Rights: The Issues/ The Movement"

Filmstrip/cassette; 25 minutes; Jr. High - adult
Examines the old idea of people's "domain" over animals, and the ways in which animals are exploited in the name of science, zoos, the fur industry, hunting, and racing. Society has been, over period of time, conditioned to accept the widespread killing or abuse of animals. This filmstrip is the animal's rebuttal. Comes with teacher's guide.

"Humane Concerns of Factory Farming"

Slide/sound program; 20 minutes; 6th - adult
An overview of the mass production of livestock and poultry animals in the United States. Presented by Dr. Michael W. Fox, Director of The Institute for the Study of Animal Problems, a division of The Humane Society of the United States.

Miscellaneous

"Working With Animals"

Filmstrips/cassettes; 1st - 6th grades
A six-part program focusing on the skills, duties, and working environment of eleven careers. Individual titles include: Animal Careers For You; Pet Shop Worker/Dog Groomer; Veterinarian and Aides/Zoo Helper; Canine Control Officer/Kennel Worker; Park Naturalist/ Conservation Officer; Humane Educator/ Obedience Trainer.

"Animal Control -- Who Needs It?"

16 mm film; 23 minutes; 6th - adult
Film explains the importance of animal control programs and demonstrates the responsibilities of an Animal Control Officer. Realistic film portraying the duties of an Animal Control Officer.

Supplemental Film List

The following is a list of films owned by the San Mateo County Office of Education and available for all public school teachers within San Mateo County. These films are recommended as a supplement to the programs offered by our staff and docents. For ordering information, contact the Film Library at 363-5454.

Pet Care:

#3101 / Care of Pets / K-3 / 13 minutes

Demonstrates how to care for household pets, such as canaries, tropical fish, cats and dogs. Points out that the well-being of a pet depends upon proper feeding, grooming, shelter, exercise and training.

#7032 / How to Raise a Puppy and Live Happily Ever After / 1st-6th / 23 minutes

After considering many factors, a family chooses a Bassett puppy. Safety precautions are taken around the house. The whole family is involved in the house training and positive disciplining of the pet. Concepts included medical care, obedience training, etc.

#7028 / Family Chooses a Pet / 2nd-6th / 23 minutes

Shows why wild and exotic animals make poor pets and reviews the considerations you should make to be sure your choice of pet will be suitable for your needs and home. The importance of care and responsibility for pets is emphasized.

#7029 / What is a Cat? / 3rd-7th/ 37 minutes

A variety of domestic cats are seen hunting, playing and interacting with people and other animals. The origin of domestic cats and the historical importance of cats in religion, legend and pest control are presented. Care for a pet cat is also shown.

Animals That Help Us:

#7039 / Guide Dogs / 5th-8th / 23 minutes

Shows the training of dogs, from puppyhood with 4-H members, through the guide dogs school, to the time of a new and permanent relationship with a sightless person. The relationship between dog and master is shown to be one of love, respect and teamwork.

#7037 / Police Horses / 2nd-6th / 23 minutes

The process of selection of horses to be trained for mounted police work in Golden Gate Park in San Francisco is shown. A farrier and a veterinarian talk about their roles in the care of the horses. The horse-man teams are shown on the job patrolling.

#7046 / Rescue Dogs / 3rd-6th / 23 minutes

The activities of a St. Bernard kennel are featured during a visit to the Swiss countryside. Included are general do's and don'ts of dog training. The importance of care and feeding for all dogs if emphasized. Tells why the dog is revered by Swiss.

Careers:

#7031 / Our Friend the Veterinarian / 4th-7th / 23 minutes

Veterinary medical doctors and their assistants are seen working with small and large animals. Among the patients are a hawk, crow, horse, bull, cow, and dog. The importance of the veterinarian in animal welfare is made evident.

Endangered Wildlife:

#0675 / Conserving Our Wildlife Today / 4th-6th / 11 minutes

By cutting forests, draining swamps, replacing natural vegetation with crops and polluting air and water, we have drastically changed the amounts and kinds of wildlife an area can support.

#7038 / So Little Time / 6th-10th / 23 minutes

The ecosystem of the marshlands is particularly important to migratory birds with summer breeding grounds in Canada and the United States. Bird migration in general, rare and recently extinct wildlife species and environmental protection are discussed.

#3621 / Sea Otter / 3rd-8th / 17 minutes

Focuses on the history of the sea otter from its discovery and near-extinction to the present, reporting studies which show the importance of the sea otter in maintaining an ecological balance of nature. Shows the otter as it feeds, rests and cleans itself.

#4840 / Portrait of a Whale / 4th-9th / 12 minutes

Shows the Right Whale in its ocean home eating, sleeping, playing and raising its babies. The whale can grow to 60 feet in length and weigh as much as 50 tons but is graceful, gentle, playful and shy. It harms no one but has been hunted almost to extinction.

Humane Awareness:

#7000 / Big Henry and the Polka Dot Kid / 4th-7th / 33 minutes

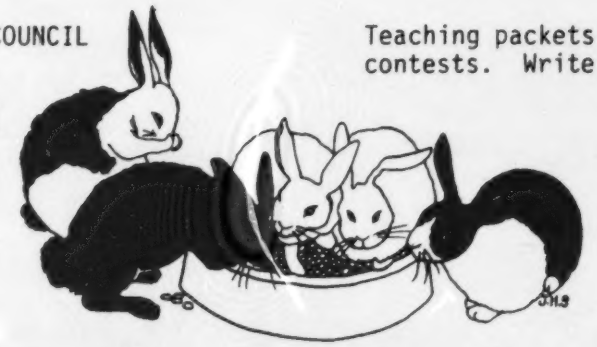
From the 'Learning To Be Human' series. A boy loses his parents and is sent to live with his aunt and uncle. He wins his battle to save the life of an old blind dog by convincing his uncle that there are values more important than just being practical. Based on "Luke Baldwin's Vow" by Morley Callaghan.

#4412 / Me and You Kangaroo / 2nd-6th / 19 minutes

Tells the sensitive story of a young boy in Australia who raises a baby kangaroo and then must set it free. This story stresses the inevitable process of growing up. No narrative.

Resource List

ANIMAL PROTECTION INSTITUTE P.O. Box 2205 Sacramento, CA 95822 916/422-1921	Brochures, posters, information packets, filmstrips. Request catalogue.
AMERICAN HUMANE ASSOCIATION P.O. Box 1266 Denver, CO 80201	Pamphlets, films, literature. Request catalogue.
AMERICAN HUMANE EDUCATION SOCIETY 450 Salem End Road Framingham Center, MA 01701	Educational materials available. Request catalogue.
CALIFORNIA VETERINARY MEDICAL ASSOC. 1024 Country Club Drive Moraga, CA 94556 415/376-2020	Pamphlets, filmstrips. Request catalogue.
HUMANE SOCIETY OF THE UNITED STATES 2100 L Street, N.W. Washington, D.C. 20037	Pamphlets, posters, films, quarterly tabloid for children. Request catalogue.
LATHAM FOUNDATION Latham Plaza Building Clement and Schiller Alameda, CA 94501 415/521-0920	Humane education films. Request catalogue.
NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF HUMANE EDUCATION Box 98 East Haddam, CT 06423	Humane education materials. Excellent quarterly magazine published for teachers.
PENINSULA HUMANE SOCIETY Humane Education Department 12 Airport Blvd. San Mateo, CA 94401 415/573-3720	Films, filmstrips, books and other resources for free loan.
PETS ARE WONDERFUL COUNCIL 500 N. Michigan Suite 200 Chicago, Ill 60611	Teaching packets, dittos, posters, contests. Write for information.



Evaluation Sheet

School _____ Docent or animal's name _____

Teacher _____ Grade level _____

Please fill out the following questionnaire. Your response will help us to improve our presentations.

1. Topics covered and vocabulary used in the presentation were:

5	4	3	2	1
very appropriate		*somewhat appropriate*		*okay*

2. Presentation was:

5	4	3	2	1
very interesting		*somewhat interesting*		*okay*

3. The Teachers' Packet was:

5	4	3	2	1
very useful		*somewhat useful*		*okay*

4. Part of the program you found most valuable?

5. Part of the program you felt was least interesting to your students?

6. Were visual aids used by the Docent? *Yes* _____ *No* _____
   If so, what visual aids were used? _____,and
   were they valuable to the program? *Yes* _____ *No* _____
   If visual aids were not used, were they needed? *Yes* _____ *No* _____

7. Please rate the Docent visiting your class on the following areas using the scale of: 5=*outstanding;* 4=*excellent;* 3=*above average;* 2=*average;* 1=*okay*

_____ Interesting	_____ Good with kids	_____ Friendliness
_____ Knowledge of subject	_____ Class involvement	_____ Organization of subject matter

8. Please share any suggestions or criticisms you may have regarding the presentation.

Peninsula Humane Society, Education Department **12 Airport Boulevard, San Mateo, CA (415) 573-3720**